DOCUMENT RESUME

ED 314 715 CS 009 888

AUTHOR Johns, Jerry; Desmond, Joann
TITLE At-Risk Students in Reading. Focused Access to Selected Topics (FAST) Bibliography No. 46.
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Feb 90
CONTRACT RI88062001
NOTE 5p.
PUB TYPE Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Beginning Reading; Grade 1; *High Risk Students; Intervention; Kindergarten; Learning Problems; Primary Education; *Reading Difficulties; *Reading Instruction; *Reading Strategies
IDENTIFIERS Education Consolidation Improvement Act Chapter 1; *Reading Recovery Projects

ABSTRACT

Focusing on students who are at risk of failure in reading, this 26-item annotated bibliography offers strategies, instructional approaches, and motivational techniques to help those who deal with this group of students. The selections in the bibliography date from 1983 to 1989. The bibliography is divided into sections on general information, the Reading Recovery program, resources for beginning reading, and resources for elementary reading. (NKA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED314715

Focused Access to Selected Topics No. 46
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

At-Risk Students in Reading

by Jerry Johns and Joann Desmond

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Students who are at risk of failure in reading present a unique challenge for educators in their continuous search for strategies and resources to meet the needs of this growing population. A myriad of varied instructional approaches and motivational techniques, including Reading Recovery programs and computer-assisted instruction, are promoted by writers as successful in improving the reading achievement of at-risk students. Although there is little agreement among the experts as to any "best" method to reach at-risk students, substantial evidence shows that certain practices contribute to greater successes in reading. Most writers agree that at-risk students should be identified early; the principal provides leadership for a supportive learning environment for staff and students; social and academic enrichment programs should be implemented; and the attitude of the classroom teacher is the key to program success.

This *FAST Bib* begins with several citations that provide general information related to at-risk students in reading at elementary and secondary levels. Because of its recent impact on early reading with at-risk students, a separate section is devoted to the Reading Recovery program. The remaining sections are divided into resources appropriate to beginning and elementary reading.

Two types of citations are included in this bibliography—citations to ERIC documents and citations to journal articles. The distinction between the two is important only if you are interested in obtaining the full text of any of these items. To obtain the full text of ERIC documents, you will need the ED number given in square brackets following the citation. For approximately 98% of the ERIC documents, the full text can be found in the ERIC microfiche collection. This collection is available in over 800 libraries across the country. Alternatively, you may prefer to order your own copy of the document from the ERIC Document Reproduction Service (EDRS). You can contact EDRS by writing to 3900 Wheeler Avenue, Alexandria, Virginia 22304, or by telephoning them at (800) 227-3742 or (703) 823-0500.

Full text copies of journal articles are not available in the ERIC microfiche collection or through EDRS. Articles can be acquired most economically from library collections or through interlibrary loan. Articles from some journals are also available through University Microfilms International at (800) 732-0616 or through the Original Article Tearsheet Service of the Institute for Scientific Information at (800) 523-1850.

General

Carbo, Marie; Hodges, Helene. "Learning Styles Strategies Can Help Students at Risk," *Teaching Exceptional Children*, v20 n4 p55-58 Sum 1988.

Asserts that learning styles-based instruction uses the strengths and preferences of disabled and at-risk students to tailor instruction to their needs. Defines learning styles, outlines the learning style characteristics of at-risk students, presents a global/analytic reading styles checklist, and describes 11 strategies for basing instruction on learning styles.

CS 009 888

Gersten, Russell; Dimino, Joseph. "Teaching Literature to At-Risk Students," *Educational Leadership*, v46 n5 p53-57 Feb 1989.

Uses story grammar instruction to show low-achieving students that literature can be fun to read and can have application to their lives.

Guerrero, Frank; Swan, Karen. *Computer Pilot Program, 1986-87. OEA Evaluation Report.* 1988. 62p. [ED 301 155]

Describes the Computer Pilot Program that was implemented in 19 New York City schools in 1986-87 and designed to investigate the efficacy of computer-assisted instruction (CAI) with the at-risk student population in New York City. Attempts to identify systems that were effective in increasing student attendance and achievement and in improving student and staff attitudes toward CAI. Finds that consistent use of any well-structured computer programs dedicated to mathematics and/or reading remediation benefits students in need of extra help.

Levine, Daniel U.; and others. "Achievement Gains in Self-Contained Chapter 1 Classes in Kansas City," *Educational Leadership*, v44 n6 p22-23 Mar 1987.

Describes Project Alternative Rooms (PARS) where a modified Chapter 1 program was developed for students to receive instruction in self-contained double-staffed classrooms rather than being "pulled-out" of regular classrooms.

Winfield, Linda F. "Teacher Beliefs toward Academically At-Risk Students in Inner Urban Schools," *Urban Review*, v18 n4 p253-68 1986.

Analyzes teacher beliefs concerning academically at-risk students in inner urban schools. Categorizes teacher beliefs on the following two dimensions: (1) whether teachers believe some type of instructional assistance could improve achievement or whether they ignore low performance; and (2) whether teachers assume the responsibility for improving instruction or shift the responsibility to others.

Reading Recovery Programs

Boehnlein, Mary. "Reading Intervention for High-Risk First-Graders," *Educational Leadership*, v44 n6 p32-37 Mar 1987.

Reports how the Ohio Department of Education, through collaboration with local schools and teacher training institutions, developed use of the New Zealand Reading Recovery Program (one-on-one reading instruction) for high-risk first graders. Finds that 90% of the at-risk students reached average-level reading skills after 30 to 40 hours of instruction.

Holland, Kathleen, E. "Parents and Teachers: Can Home and School Literacy Boundaries Be Broken?" 1987. 28p. [ED 300 182]

Investigates home-school communication patterns between special reading teachers and parents of the children they served, with attention to teachers' and parents' views of each other as literacy supporters of children. Discusses the acquisition of literacy by children, formally at school and informally at home, as well as various social and cultural influences on literacy education, especially in Appalachia. Focuses on a population of 13 Columbus, Ohio, urban Black and Appalachian parents of first graders from poor and working-class economic backgrounds, whose children were participating in the Reading Recovery program. Concludes that active teachers were far more successful than passive teachers in obtaining parental participation, and recommends that students take a bigger role in parent-teacher conferences and that the family-school relationship be a triangular one.

Lyons, Carol A. "Patterns of Oral Reading Behavior in Learning Disabled Students in Reading Recovery: Is a Child's Learning Disability Environmentally Produced?" 1988. 23p. [ED 302 841]

Compares two groups of failing first-grade readers in the Reading Recovery program to determine what effect this type of instruction had over time on their reading patterns. Finds a shift of the learning disabled (LD) children to multiple cueing systems so that their reading-error patterns were similar to the non-LD group at the end of the program, and indicates the power of the Reading Recovery program to influence at-risk children's reading behavior. Suggests that some learning disabilities may have been environmentally produced and can be altered.

Pinnell, Gay Su. "Holistic Ways to Help Children at Risk of Failure," *Teachers Networking: The Whole Language Newsletter*, v9 n1 p1,10-12 Fall 1988. [ED 301 853]

Claims that procedures called Reading Recovery help young children at risk of failure in read-

ing. Reports that in the first year of an Ohio pilot study, over two-thirds of the children reached average levels in reading and were successfully released from the program. Indicates that children from the first two years of the study continued to make good progress in reading, maintaining their gains two years after participation in the program. Notes that the goal of the program was to help children develop an independent, self-generating system for reading, the kind that good readers have, so that they can keep on learning to read better as they gain experience.

Beginning Reading

Aldridge, Jerry T.; Rust, Debra. "A Beginning Reading Strategy," *Academic Therapy*, v22 n3 p323-26 Jan 1987.

Presents a strategy where first-graders (identified as high-risk for reading difficulties) were taught to read examples of "environmental print" (words on candy wrappers, grocery bags, newspaper advertisements) and were able to identify and write words when logos and supporting detail were removed. Indicates that activities using environmental print can effectively supplement reading instruction.

Ballenger, Marcus. "Reading in the Kindergarten: Comment," *Childhood Education*, v59 n3 p186-87 Jan-Feb 1983.

Discusses the question of whether reading should be formally taught at the kindergarten level. Argues that reading skills should not be introduced at this age because children need formal time to experiment without the risk of failure.

Gray, Elizabeth. "Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties." 1988. 31p. [ED 297 512]

Reviews studies on early identification and remediation of at-risk preschool, first-, and second-grade children to prevent possible future reading failure. Identifies essential characteristics of reading and reading acquisition, explains difficulties in learning how to read, explores variables within the individual child which may later affect reading skills, and outlines the implications for at-risk children.

Johnson, Jessie. "Language Development Component: All Day Kindergarten Program. Final Evaluation Report." 1988. 27p. [ED 301 327]

Presents an evaluation of the language development component of the Columbus, Ohio All Day Kindergarten Program (ADKP) instituted in 1972 to provide a full day of instruction for underachieving kindergarten pupils. Notes that the overall goal of the program was to prepare pupils for first grade by providing an extra half day of instruction to pupils needing additional help and attention. Recommends that the ADKP can be continued in the 1988-89 school year. Describes specific steps for improving program effectiveness.

Juel, Connie; Leavell, Judy A. "Retention and Nonretention of At-Risk Readers in First Grade and Their Subsequent Reading Achievement," *Journal of Learning Disabilities*, v21 n9 p571-80 Nov 1988.

Compares reading skills of nine first graders retained in first grade and nine similar children promoted to second grade. Finds that retention may benefit such children if they start the repeated year with increased phonemic awareness and increase their spelling-sound knowledge in second grade. Reports that listening comprehension was not aided by retention.

Kilby, Gretchen. "Heading off Failure before It Starts," *Principal*, v63 n5 p28-31 May 1984.

Describes and presents guidelines for a preventive early intervention program designed to provide a strong academic, social, and emotional foundation for postkindergarten students considered to be at risk for future academic difficulties.

Lindquist, Donna Bishop. "Joining the Literacy Club," *Reading Teacher*, v41 n7 p676-80 Mar 1988.

Presents firsthand observations of a successful twenty-day reading program involving one student who was transformed from a passive, reluctant, indifferent learner to one who acquired ownership for his learning and empowerment over the reading process.

Mann, Virginia A.; Liberman, Isabelle Y. "Phonological Awareness and Verbal Short-Term Memory," *Journal of Learning Disabilities*, v17 n10 p592-99 Dec 1984.

Reports on a longitudinal study of 62 kindergarten children that showed that inferior performance on tests of syllable-counting, word-string memory, and Corsi blocks may presage future reading problems in grade one. Suggests proce-

dures for kindergarten screening and for helping children at risk for reading failure.

Trachtenburg, Phyllis; Ferruggia, Ann. "Big Books from Little Voices: Reaching High Risk Beginning Readers," *Reading Teacher*, v42 n4 p284-89 Jan 1989.

Discusses how interactive, whole class techniques (using a student-generated Big Book adaptation of "Corduroy") improved the reading skills of high-risk first grade readers. Describes several activities, including sight word strategies, decoding techniques, and word processing, and suggests 27 Big Books for use with these activities.

Elementary Reading

Brownstein, Michael. "Saving Grace," *Learning*, v17 n8 p36-38 Apr 1988.

Describes a student who is unable to read and the teacher who refuses to give up on her and encourages her to participate in an after-school, volunteer tutorial program. Finds that by year's end, the student has improved 34 months on standardized testing and is placed at her appropriate grade level.

Casbergue, Renee M.; Greene, Jane Fell. "Persistent Misconceptions about Sensory Perception and Reading Disability," *Journal of Reading*, v32 n3 p196-203 Dec 1988.

Argues that sensory screening does not identify children at risk for reading or learning disability and that sensory training does not improve reading or learning.

Duffy, Gerald G.; Roehler, Laura R. "Improving Reading Instruction through the Use of Responsive Elaboration," *Reading Teacher*, v40 n6 p514-19 Feb 1987.

Reviews the literature on classroom reading instruction. Elaborates the results of a series of studies hypothesizing that high-risk students, such as those typically found in low reading groups, would become more aware of how to reason during reading if their teachers explained the mental acts associated with strategic skill use.

Erickson, H. Lynn. "Libby, Montana, Testifies for DISTAR," *Educational Leadership*, v44 n6 p28-29 Mar 1987.

Describes a Montana elementary school using direct instruction methods. Discusses the positive results students and school are experiencing as a result of the students' reading success.

Lehr, Judy Brown; Harris, Hazel Wiggins. *At Risk, Low-Achieving Students in the Classroom*. Analysis and Action Series. National Education Association, Washington, DC, 1987. 107p. [ED 298 232]

Reviews the voluminous research in the field of teaching at-risk, low-achieving elementary school students. Reports a number of practical, validated applications for classroom teachers. Notes that at-risk students should be identified early during their formative years; social and academic enrichment programs should be implemented as soon as possible; school-based models can make an important difference with low achievers; the principal must provide leadership to create an inviting, supportive learning environment for staff and students; and the attitude of the classroom teacher is the key to program success.

Sagor, Richard. "Teetering...on the Edge of Failure," *Learning*, v17 n8 p28-34 Apr 1988.

Describes discouraged learners as students who could succeed academically but who, for a variety of reasons, do not believe they are able to do so and fail. Provides case studies and suggests books for further reading. Offers techniques to encourage, teach, and involve discouraged learners.

Sanacore, Joseph. "Independent Reading for Remedial and At-Risk Students: The Principal Can Make a Difference." 1988. 20p. [ED 298 468]

Claims that by supporting independent or contextual reading, the principal can make a major difference in the lives of remedial and at-risk students. Suggests approaches that, if used positively, can benefit students in remedial and preventive ways. Concludes that a perceptive principal will work cooperatively with teachers.

ERIC Clearinghouse on
Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
2805 East Tenth Street
Bloomington, IN 47405
(812) 855-5847

February 1990

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.